

Adapting Applied Behavior Analysis in Autism Intervention to Improve Individualized Education for Children with Autism

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Abstract

Applied Behavior Analysis (ABA) intervention for children diagnosed with autism provides detailed assessments of the clients' abilities and guides skill acquisition with the goal of transitioning the client, often into a typical school classroom. The lack of accessible autism training and access to knowledgeable ABA professionals in school settings prevents teachers from engaging with their students on the autism spectrum. Furthermore, this gap in training does not equip teachers to follow through with the research-based interventions to improve students' quality of life. Teachers must have an understanding of ABA in layman's terms to improve the child's classroom functioning. This research utilizes interviews and content analysis of apropos training intended for parents to create a deliverable in the form of a web-based platform. This platform is designed for teachers to access general ABA concepts in learning modules, find resources for the classroom, and communicate with behavior technicians, parents, and other relevant stakeholders in virtual groups. The features of training include that it is easily understandable, readily available, and assessable for effectiveness using maintenance targets from ABA skill acquisition criteria.

Key-Words: Autism Spectrum Disorder, behavior, applied behavior analysis, ABA, special education, Web-Based Curriculum